



# ST. ANDREW'S C.E. PRIMARY SCHOOL

## Behaviour Policy

**Approved by:**

Full Governing Body

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**Reviewed:**

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**Policy on Behaviour and Discipline**  
**Learning, Loving, Growing Together**  
**in God's Sight**

### **Aims and objectives**

It is a primary aim of our Christian school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Living out our Christian values, we work together to create an environment that provides opportunities for all to achieve their best. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone can Learn, Love and Grow Together whilst feeling happy, safe and secure.

Our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Unacceptable behaviour is defined as:

- Being disruptive in lessons, when moving around school, and at break and lunchtimes
- Not completing classwork or homework
- Having a poor attitude to learning
- Wearing incorrect uniform

Examples of serious unacceptable behaviour are:

- Repeated breaches of the school rules
- Any form of bullying
- Causing physical harm to another child or adult

- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **Expectations of pupils**

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and to keep children safe. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other

- Make it possible for all pupils to learn in lessons
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times and abide by the Uniform Policy
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

## **Our School Golden Rules**

In our school:

1. We work hard and allow others to learn
2. We show respect and we are honest
3. We are kind in words and actions
4. We always try our best
5. We keep ourselves and others safe and look after our school

## **Expectations of staff**

All staff within school are expected to:

- Create a calm and safe environment for pupils
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour policy consistently
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Consider how their own behaviour supports the school culture and how they can uphold school rules and expectations
- Report incidents of unacceptable behaviour to the child's class teacher in the first instance
- Ensure all incidents of unacceptable behaviour are promptly recorded on CPOMS

- Challenge pupils to meet the school's expectations

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Contact could be in person or via telephone.

The school expects every member of the school community to behave in a considerate way towards others. The school ensures that high standards and expectations of good behaviour pervade all aspects of school life, including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to unacceptable behaviour and the relationships between staff, pupils and parents. The school's approach to behaviour is apparent to anyone joining or visiting the school.

We treat all children fairly and apply this behaviour policy in a consistent way. Everyone should treat one another with dignity, kindness and respect. The school recognises however that a pupil's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of unacceptable behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of unacceptable behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of unacceptable behaviour will be made on a case-by-case basis.

When dealing with unacceptable behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

## **Rewards and sanctions**

The school celebrates good behaviour as we believe that this will develop an ethos of kindness and co-operation. We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children and celebrate success
- Each week, a child is nominated from each class to receive a certificate in our Celebration Assembly

- Children have an opportunity in assemblies to show examples of their best work
- Children may receive stickers and small treats such as small items of confectionery or a small toy or stationery
- In Key Stage One, children receive Class Dojo points
- In Key Stage Two, we have a house system. Each child is a member of one of the four houses and House Points are totalled at the end of each week. At the end of each term, the winning house has a special treat

The school acknowledges all the efforts and achievements of children, both in and out of school.

The school employs a number of sanctions in relation to the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, whilst always striving to achieve reconciliation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task
- Children in Key Stage Two who have not completed their homework will be asked to do so after they have eaten their lunch on Friday
- If children are disruptive in class, the teacher talks to them. If a child misbehaves repeatedly, we move the child away from the rest of the class until they calm down, and are able to work sensibly again with others
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If necessary, a member of SLT is called
- If a child threatens, hurts or bullies another child, the class teacher records the incident and talks to the child about their behaviour. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child
- Significant or repeated incidents of unacceptable behaviour are recorded on CPOMS.

The class teacher discusses the school golden rules with each class. These are displayed around the school. In addition to the school golden rules, each class also has its own classroom rules agreed upon at the beginning of the academic year. These are displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during PSHE lessons.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. See our Anti-Bullying Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE The Use of Reasonable Force (2012). School staff should always try to avoid acting in a way that might cause injury, but the law recognises that in extreme cases it may not always be possible to avoid injuring the pupil. The kinds of situation include:

- removing disruptive children from the classroom where they have refused to follow an instruction to leave
- preventing a pupil behaving in a way that disrupts a school event or a school trip or visit
- preventing a pupil leaving the classroom to keep them safe
- preventing a pupil from attacking a member of staff or another pupil
- restraining a pupil at risk of harming themselves, or others, through physical outbursts.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The actions that we take are in line with government guidelines on the restraint of children. Incidents of this nature are logged on our CPOMS system if a child has been restrained. Teachers are kept aware of new guidelines.

### **The role of the class teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their

ability. The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child's behaviour falls below the expected standard repeatedly, the class teacher will make a record of all such incidents on CPOMS. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if unacceptable behaviour continues, the class teacher refers to a member of the Senior Leadership Team for advice/support.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the school's Educational Psychologist.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Head teacher**

It is the responsibility of the Head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head teacher monitors records of all reported serious incidents of unacceptable behaviour.

The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school golden rules to parents and expect parents to support them.

We expect parents to support their child's learning and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then Head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement guidance updated in 2022.

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions, beyond five days, in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider

the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

### **Monitoring and review**

The Head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

All incidents of unacceptable behaviour, both serious and minor are logged on CPOMS.

We also keep a record of any incidents that occur at break or lunchtimes: lunchtime organisers pass information to the class teacher after the occurrence of an incident for the class teacher to log.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will be reviewed and updated when any new guidelines and legislation are issued by any relevant bodies or where the school feels it is necessary.

### **Links to other policies**

This Behaviour policy is linked to our:

- Child Protection and Safeguarding policy
- Anti-bullying policy
- Online Safety policy
- Staff disciplinary procedures
- Complaints procedure